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ABSTRACT

This collection of articles focuses on the practice and policy of staff development in terms of recent developments in teacher learning. Following an introduction by the editors, the book is divided into five parts. Part 1: New Perspectives on Practice contains three chapters: (1) "Reconceptualizing Teaching: Moving toward the Creation of Intellectual Communities of Students, Teachers, and Teacher Educators" (B. S. Nelson and J. K. Hammerman); (2) "Teaching the Way Children Learn" (B. Falk); and (3) "Constructivism and School Reform" (M. G. Brooks and J. Grennon Brooks). Part 2: A New Lens on Traditional Roles contains three chapters: (4) "Of Regularities and Reform: Navigating the Subject-Specific Territory of High Schools" (P. Grossman); (5) "Improving Classroom Practice: Ways Experienced Teachers Change after Supervising Student Teachers" (E. S. Tatel); and (6) "Assessment as a Heuristic for Professional Practice" (K. Jamentz). Part 3: New Structures for Learning and Change contains three chapters: (7) "Networks for Educational Change: Powerful and Problematic" (A. Lieberman and M. W. McLaughlin); (8) "Rethinking Restructuring: Building Habits of Effective Inquiry" (M. Szabo); and (9) "Communities for Teacher Research: Fringe or Forefront?" (M Cochran-Smith and S. L. Lytle). Part 4: New Roles for Traditional Structures has five chapters: (10) "The Role of Teachers' Organizations: Reflections on Educational Policy Trust Agreements" (C. T. Kerchner); (11) "Text and Context for Professional Development of New Bilingual Teachers" (S. Dalton and E. Moir); (12) "Preparing Teachers for Multicultural, Inner-City Classrooms: Grinding New Lenses" (K. Tellez and M. D. Cohen); (13) "Problem-Based Learning: A Promising Approach to Professional Development" (E. Bridges and P. Hallinger); and (14) "School-University Partnership: Getting Broader, Getting Deeper" (L. Miller and C. O'Shea). Part 5: An Emergent Paradigm for Practice and Policy contains two chapters: (15) "Practices That Support Teacher Development: Transforming Conceptions of Professional Learning" (A. Lieberman); and (16) "Policies That

Support Professional Development in an Era of Reform" (L. Darling-Hammond and M. W. McLaughlin). A list of participants at the July 1993 Pew Forum on Educational Reform is appended. (Contains extensive references.) (ND)

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